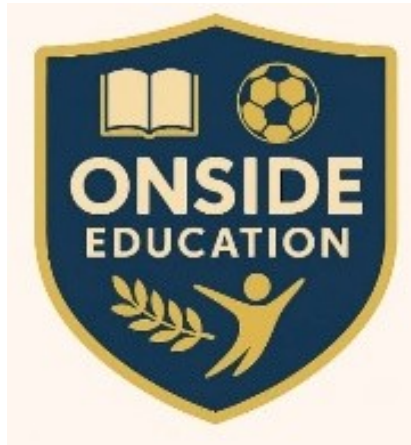




Onside Education

Reading for Pleasure Strategy

(KS3)

Issue date: Sept2026

Review Date Sept 2026

1. Vision

At Onside Education, we believe that reading is one of the most powerful tools for improving educational outcomes, developing communication skills, broadening horizons and supporting emotional wellbeing.

Many pupils attending alternative provision have experienced disrupted education, negative experiences of reading, low literacy confidence or significant gaps in reading age. Our Reading for Pleasure Strategy aims to rebuild positive relationships with reading by creating regular opportunities for pupils to enjoy books, stories, articles and texts without the pressure of assessment.

Reading is viewed as both an academic skill and a life skill. Through exposure to a wide range of engaging texts, pupils develop vocabulary, comprehension, empathy, cultural capital and confidence.

Our aim is for every pupil to leave Onside Education as a more confident and willing reader than when they arrived.

2. Aims

The Reading for Pleasure Strategy aims to:

- Promote a positive reading culture across the provision.
- Improve reading fluency and comprehension.
- Increase reading stamina and confidence.
- Develop vocabulary acquisition.
- Improve speaking and listening skills.
- Broaden pupils' knowledge of the wider world.
- Support emotional wellbeing through literature.
- Encourage independent reading habits.
- Raise aspirations and cultural awareness.
- Support progression into KS4, employment and adult life.

3. Curriculum Allocation

Reading for Pleasure forms part of the KS3 curriculum and is allocated:

1 hour per week

Curriculum Structure

Activity	Time
Independent Reading	20 mins
Shared Reading	15 mins
Discussion & Reflection	15 mins
Reading Journal Activity	10 mins
Total	60 mins

Reading for Pleasure is a standalone curriculum session and complements English lessons, intervention work and literacy support.

4. Curriculum Intent

The Reading for Pleasure curriculum is designed to:

Year 7 – Developing Reading Confidence

Pupils will:

- Rebuild confidence as readers.
- Explore a range of fiction and non-fiction texts.
- Develop listening and discussion skills.
- Learn how reading supports everyday life.

Year 8 – Expanding Reading Horizons

Pupils will:

- Access more challenging texts.
- Explore different genres and authors.
- Develop inference and interpretation skills.
- Make links between texts and real-world issues.

Year 9 – Reading for Independence

Pupils will:

- Read increasingly independently.
- Explore themes and viewpoints.
- Develop critical thinking.
- Build readiness for KS4 English study.

5. Reading Materials

Pupils will have access to a broad range of age-appropriate texts including:

Fiction

- Adventure
- Sport
- Mystery
- Graphic novels
- Modern young adult fiction
- Classic literature extracts

Non-Fiction

- Current affairs
- Biographies
- Sports journalism

- Science and technology
- Health and wellbeing
- Careers and employability

Alternative Text Formats

- Graphic novels
- Illustrated texts
- Magazines
- Audiobooks
- Digital texts
- Newspapers

This ensures accessibility for reluctant readers and pupils with SEND.

6. Reading Environment

Reading sessions are designed to be:

- Calm
- Predictable
- Non-judgemental
- Enjoyable
- Inclusive

Staff will:

- Model positive reading behaviours.
- Read aloud regularly.
- Share personal reading recommendations.
- Encourage discussion without pressure.
- Celebrate reading achievements.

7. Reading Journals

All pupils will maintain a Reading Journal.

Pupils may record:

- Books read
- Favourite characters
- New vocabulary
- Personal reflections
- Recommendations
- Reading targets

The emphasis is on engagement rather than lengthy written responses.

8. Vocabulary Development

Vocabulary instruction is embedded within Reading for Pleasure.

Pupils will:

- Identify unfamiliar words.
- Explore meaning through context.
- Use new vocabulary in discussion.
- Revisit key words through retrieval activities.

Vocabulary acquisition supports progress across all curriculum areas.

9. Reading and SEND

Reading sessions will be adapted for pupils with SEND and SEMH needs through:

- Reading age appropriate texts.
- High-interest, low-reading-age books.
- Graphic novels and visual texts.

- Audiobooks.
- Shared reading opportunities.
- Adult reading support.
- Chunked texts.
- Dyslexia-friendly resources.

Success is measured through engagement and confidence as well as reading attainment.

10. Assessment and Monitoring

Reading for Pleasure is not formally assessed.

Progress is monitored through:

- Reading age assessments.
- Baseline and termly literacy reviews.
- Reading journals.
- Staff observations.
- Pupil voice.
- Reading participation records.

Leaders monitor:

- Reading engagement.
- Reading age progress.
- Book borrowing records.
- Literacy outcomes across the curriculum.

11. Cultural Capital

Reading for Pleasure supports cultural capital by exposing pupils to:

- Different cultures and communities.

- Historical events.
- Diverse perspectives.
- Inspirational role models.
- Career pathways.
- Current affairs.
- British literature and heritage.

12. British Values and SMSC

Reading contributes significantly to SMSC development and British Values.

Democracy

- Exploring different viewpoints.
- Respectful discussion.

Rule of Law

- Understanding consequences and choices within texts.

Individual Liberty

- Developing personal opinions and preferences.

Mutual Respect and Tolerance

- Exploring diverse cultures, beliefs and experiences.

13. Expected Impact

By the end of KS3, pupils will:

- Read more frequently and confidently.
- Demonstrate improved reading stamina.
- Develop a broader vocabulary.
- Show greater confidence discussing texts.
- Engage positively with reading.

- Improve reading ages where appropriate.
- Be better prepared for KS4 English pathways.
- Develop lifelong reading habits.